

Data Sheet

USAID Mission:	Haiti
Program Title:	Education
Pillar:	Economic Growth, Agriculture and Trade
Strategic Objective:	521-ZZZ
Status:	New in FY 2007
Planned FY 2006 Obligation:	\$0
Prior Year Unobligated:	\$0
Proposed FY 2007 Obligation:	\$4,556,000 DA; \$6,000,000 ESF
Year of Initial Obligation:	2007
Estimated Year of Final Obligation:	2009

Summary: This new strategic objective builds on earlier USAID programs. USAID plans to improve the quality of primary education, education governance, and educational services for out-of-school youth.

Inputs, Outputs, Activities:

FY 2006 Program:

No activities will be carried out under this program during FY 2006. This strategy begins in FY 2007.

FY 2007 Program:

Achieve Equitable Access to Quality Basic Education (\$3,556,000 DA; \$1,000,000 ESF). To address human capacity constraints, USAID will continue investing in primary schools. Activities may include school-level strengthening through teacher education, leadership training for school directors, and direct provision of teaching and learning materials. Parent committees would be empowered through training in school performance monitoring and fundraising. Interactive radio instruction programming in math and Creole reading may continue, expanding the program and leveraging diaspora funding. USAID would expand the primary school scholarship program, an important social safety net for vulnerable children. To address the health and nutrition needs of Haitian schoolchildren, USAID's education program will explore connections to health activities. USAID expects to continue development of the primary school equivalency program for out-of-school youth, an underserved and marginalized population. Principal implementer: Contractors and grantees to be determined through competition.

Improve Quality of Workforce through Vocational/Technical Education (\$5,000,000 ESF). USAID would expand the basic education and livelihood activities targeting 15- to 20-year-olds through grants to community-based organizations serving youth. The activities support the social reinsertion of adolescents. The program may expand further into marginalized urban areas in and outside of Port-au-Prince with high levels of gang violence and in rural areas with high youth unemployment. USAID will also examine extending the program initiated in FY 2006 to work with higher education institutions to respond to high-priority workforce needs. Principal implementer: Contractors and grantees to be determined through competition.

Strengthen Public Sector Executive Function (\$500,000 DA). USAID plans to continue engagement with the Ministry of Education (MOE) by supporting the accreditation function of the Directorate for Support to Private Education and Partnership (DAEPP) and strengthening central MOE capacity to oversee the process. Principal implementer: Contractors and grantees to be determined through competition.

Support Democratic Local Government and Decentralization (\$500,000 DA). Preparation work for school licensing takes place principally at the school and departmental levels. USAID would strengthen the departmental offices of the DAEPP, possibly through improved policies to decentralize the accreditation function, training and material support. USAID expects to link its primary school and youth activities more closely with the departmental-level education and youth directorates, which are principally responsible for the supervision of both public and non-public schools and youth programs. Increased government oversight at the local level will further ensure that the public sector improves its regulatory role in education. Principal implementer: Contractors and grantees to be determined through competition.

Performance and Results: By the end of this strategic objective, USAID anticipates that student performance in project schools will continue to improve, that linkages between the public and non-public education sectors will enjoy strengthened collaboration, that educational services for out-of-school youth will improve, and that their prospects for employment will increase. By program completion, it is anticipated that promotion rates in the targeted primary school years will continue to increase. Children who progress smoothly through the primary grades will have better chances of completing the primary cycle. Schools will be able to better accommodate new students rather than having space occupied by grade repeaters. Financial strain on families will be reduced, and the school system will become more efficient.